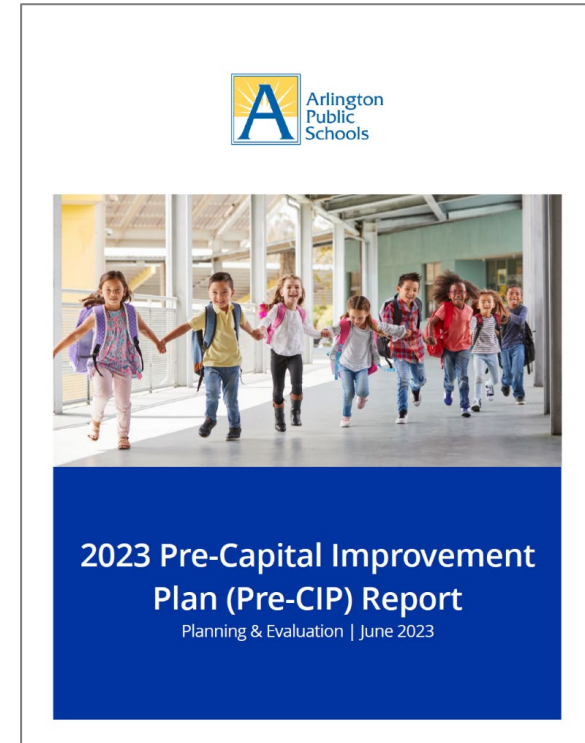


# Thank you for joining the **Community Table Session on the Spanish Immersion Program Move**

October 2, 2023



Access the Pre-CIP Report by visiting: [www.apsva.us/engage/Pre-CIP Report/](http://www.apsva.us/engage/Pre-CIP%20Report/)

**APS' mission: To ensure all students learn and thrive in safe, healthy, and supportive learning environments.**

## Meeting guidelines

- Please be respectful of everyone's time & feedback to help facilitate a productive discussion
- Share support, feedback, and concerns about recommendations presented in the Pre-CIP Report
- One-pagers available/ FAQs online
- We encourage questions that focus on the methodology and data

# Superintendent's Recommendations


The Superintendent recommends the School Board's October 2023 FY 2025-34 CIP direction include the following:

- **Repurpose Nottingham for Swing Space Effective for SY 2026-27**
- Plan for Future Phases of the Arlington Career Center Campus
- Conducting a full middle school boundary process in the Fall 2023
- **Vote on the Immersion program move and middle school boundaries in December 2024, Effective 2026**

## IAP2 Spectrum of Public Participation



IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

		INCREASING IMPACT ON THE DECISION 				
		INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL		To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
	PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.








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## Involve (IAP<sup>2</sup> framework):

- **Public Participation** – to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.
- **Promise to the public** - keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the October recommendation.

# Middle School Boundaries & Program Move

# Engagement Summary – MS Boundaries and Program Move

-  **Engage, Thought Exchange, Community Table Sessions, Meetings with Principals and PTA**
-  Received and individually responded to over 100 Engage messages
-  Over 250 questions answered
-  FAQs posted on the APS website with ongoing additions
-  Over 444 Thoughts on ThoughtExchange
-  Two Community Table Sessions – virtual and in person
-  Upcoming rescheduled Community Table Session- Spanish Immersion Program Moved to October 2nd

# Middle School Boundaries and Program Move – Thought Exchange



## Why move Immersion to a single, more central site?

- Opens up seat availability at Gunston which is predicted to continue growing
- Keep the program close to under-represented populations
- Single site preferred
  - Promotes teacher mentorship and professional learning opportunities
  - Benefits resident EL students who can participate in Spanish classes
- Constraints of adding a second site include
  - DLI recommended a minimum of 4 classes or 100 students per grade with the ideal of 6 classes or 150 students per grade. Current grade 6 is only 110 students \*
  - Two sites requires doubling of some resources and more bilingual teaching staff

\* [https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework\\_FINAL.pdf](https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework_FINAL.pdf)



## Why move to a more centralized location?

Immersion visioning process suggested a central location that may support higher continuation rates in middle school and could be pursued as an opportunity presents\*

- The need for boundary adjustments presents an opportunity to place Middle School Immersion in a central location which may decrease attrition from ES to MS for Immersion students
  - Provides equal access to students from both elementary school programs
    - Key continuation rate was 54% in 2020-21 and declined to 48% in 2022-23
  - Provides access to the target population including EL's
- Most Middle School Immersion students reside in the Kenmore and Jefferson boundaries\*\*

\* [https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework\\_FINAL.pdf](https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework_FINAL.pdf) p. 26

\*\* See Appendix I Illustrations 1 through 18 show where immersion students are located by planning unit and 5-year averages of students based on bus status

# Immersion Program Location – What We've Heard

## Why not locate the program at Williamsburg where there is excess capacity?

Williamsburg is not a central location, more similar to Gunston in a corner of the county, and Williamsburg has the smallest cohort of students that participate in the Middle School Immersion Program.

## Have you considered alternative options and sites for moving the Immersion program?

Yes, staff will continue to review resident data on Immersion and Spanish speaking students.

# Middle School Boundaries – What We’ve Heard

## **We are worried about small groups of students moving away from their peers, what is being done about this?**

Alignment will be retooled during the next boundary process to focus on the percentage of elementary students moving to middle schools and the aim will be to avoid small proportions of students matriculating to middle school.

## **How will the Planning Unit Data Review be used in the upcoming boundary process?**

- It will account for the number of students in planning units attending a neighborhood school or another school.
- It will be updated with the September 30 enrollment data.

## What were additional concerns raised by the community?

- Alignment concerns raised by Ashlawn, Swanson, Taylor, and Hamm communities
- Transportation and walkability considerations (busing walkers)
- Staffing considerations and logistics for the possible immersion program move
- Student demographic considerations
- Support expressed in favor of moving the immersion program to a more central location

# Pause Middle School Boundary Process

# Projected M.S. Capacity Utilization - Imbalance

Pre-CIP Report identified imbalances in projected design capacities

Next round of work needs to consider academic programming with boundaries

Neighborhood Middle Schools	Capacity	Maintains existing boundaries 2025-26	
		2025-26 Year 1	2027-28 Year 3
<b>Dorothy Hamm</b>	1,000	89%	92%
<b>Gunston</b>	992	<b>111%</b>	<b>112%</b>
<b>Jefferson</b>	1,086	99%	98%
<b>Kenmore</b>	1,045	86%	82%
<b>Swanson</b>	948	<b>105%</b>	97%
<b>Williamsburg</b>	997	71%	65%

# Secondary Academic Program Pathways and Middle School Boundaries

## Propose moving the Middle School Boundary Process to Fall 2024

- Conduct concurrently with high school boundaries
- Frame boundary process for a strong launch for secondary Academic Programming Pathways
  - Including the the Dual Language Immersion Program
- Implement in Fall 2026 and applicable to students entering grade 6 and 9
  - APS does consider students' continuity and in recent processes has accommodated the grandfathering of secondary students so that they can complete the school level (middle or high).

## By Superintendent's proposed FY 2025-34 CIP, APS will confirm the M.S. Program locations to

- Optimize school capacities via options and academic program pathways
- Facilitate middle to high school Academic Program Pathways continuation
- Fix elementary alignment issues (identified at Abingdon and ASFS)
- Account for future enrollment growth from new housing
- Aim for program stability at specific sites based on demand and operations

- Initial site recommendation
- By Superintendent’s proposed FY 2025-34 CIP: Planning & Evaluation will confirm locations, identifying if adjustments are needed.

Secondary Academic Program Pathways	Middle School	High School
<b>Arts</b>	TBD	Yorktown
<b>International Baccalaureate (IB)</b>	Jefferson	Washington-Liberty
<b>Immersion</b>	Will be relocated to a more centralized location (TBD)	Wakefield
<b>STEM</b>	TBD	Arlington Career Center
<b>Self-governance</b>	H-B Woodlawn	H-B Woodlawn



# Timeline for Boundary Changes by School Level

	Middle	High	Elementary*
Planning unit data review	2023** & 2024	2024 July to Sept. 1	2025 July to Sept. 1
Proposal and engagement	<del>2023</del> 2024 October & Nov.	2024 October & Nov.	2025 October & Nov.
SB Vote	<del>2023</del> 2024 December	2024 December	2025 December
New boundaries effective	Fall <del>2025</del> 2026	Fall 2026	Fall 2026
Start to Finish	3 years	2 years	1 year

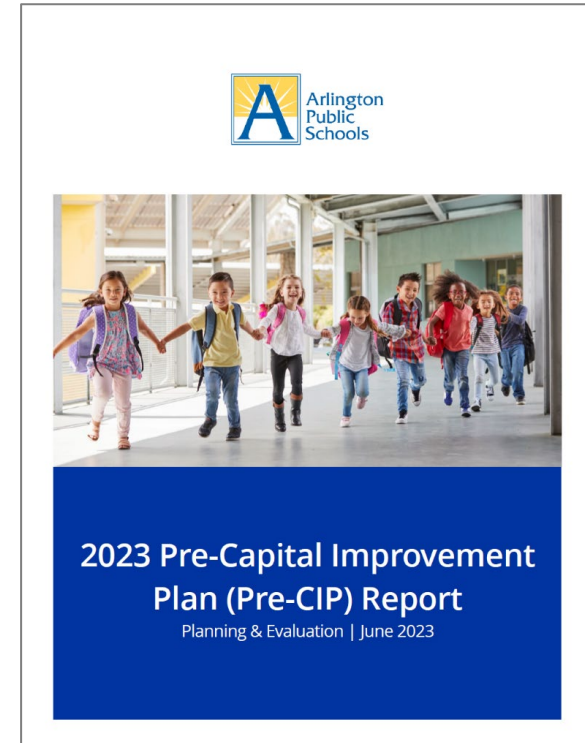
\*Elementary boundary changes would affect all Zone 1 schools; ASFS & Innovation; Oakridge, Hoffman-Boston & Fleet, and Abingdon & Drew

\*\*2023 Planning Unit data review has been completed and will be used together with 2024 data

# Questions & Discussion

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